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| **Name of Unit:**  How Do Advent and Epiphany Show Us What Christmas Is REALLY About? | **Faith:**  Christianity |
| **Key Stage in which this unit should be taught:** KS2 | **Recommended Year Group *(if specified):*** |
| **Previous Learning:**  Children will know why Christmas is important for Christians and that Christians remember and celebrate the birth of Jesus. Nativity Characters – Which Character Are You? Why Are You Important?  Where Is The LIGHT of Christmas? | |
| **AT1 Learning About Religion**  **Focus:** Forms of Expression | **AT2 Learning From Religion**  **Focus:** Identity and Belonging |
| **What This Unit Teaches:**  The unit teaches about Advent as a time of preparation and looks at the signs in the Bible that point to the birth of Jesus. It looks at the impact of the message of Christmas on the people of God and then the clues to be found in the celebration of Epiphany about Jesus’ life. | |
| **Key RE Vocabulary:**  Advent, Advent calendar, Advent candle, Advent ring/wreath, Bible, Old Testament, New Testament, prophet, message, messenger, foretell, John the Baptist, prepare, waiting, expectation, hope, Jesus, Incarnation, giving, charity, Christian, faith, Epiphany, gift, gold, frankincense, myrrh, king, wise men, magi, star. | **Cross-Curricular Links:**  Getting ready for Christmas in school – making cards, calendars, decorations, preparing for the Nativity/Christmas play. |
| **Spiritual, Moral, Social and Cultural Development:**  Reflective opportunities Influences on us Charitable giving  Awareness of and understanding of commonalities between faiths | **Sensitivities:** |
| **Possible Further Thinking and Extension Activities:**  Holding a fund raising event for a charity  How is Christmas celebrated in other countries - Spain and France. |  |
| **Future Learning:**  Other KS2 units on Incarnation that have not yet been taught: Jesus, The Gift of Peace; Christmas Through Music and Art; How Would Christians Advertise Christmas; What Does Christmas Mean Today? | |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:   * be able to describe what prophets said about Jesus’ birth and what a Christian might learn from the story. |      |  | **What Did The Prophets Foretell About The First Christmas?**  Talk with the pupils about what season the Christian church is currently in? *Advent, the ‘getting ready’ time for Christmas.*  Are the pupils and their families getting ready for Christmas? If so, how? Is there a similar ‘getting ready’ time for an important festival in any of the other religions? There may be pupils of other faiths in the class who celebrate these.  Introduce the Advent ring / wreath and ask children what they think it is... What does the word Advent mean?  It means ‘arrival’ and it is the time of waiting and preparation for the arrival of Christmas. The candles symbolise the ‘Light of God’ coming into the world through the birth of his son Jesus. It reminds us of when God was born as a human being in the world, Incarnation.  Activity:  There are 5 candles and the children will be finding out what the candles symbolise.  1st Candle: The prophets, PEACE.  What is a prophet? Where in the Bible can we find what the prophet said? What did a prophet say 700 years before Jesus was born?  Teacher distributes some cards with the Bible readings and a sentence on what the readings mean.  In groups pupils will put their ideas on a timeline depending on what their readings foretold.  Bible ref: Isaiah 7:14 and 9:6;  Micah 5:2; Psalm 72:11; Isaiah 53:3-7; Zachariah 9:9. What signs were people told to be looking for?  Teacher to make link between the prophets writing 700 years before Jesus was born.  Develop the understanding that a prophet is a messenger of God. | **RE Vocabulary:**  Prophet, Advent, Old Testament, Bible, Foretell, Messenger, Incarnation.  **Resources:**  Advent ring / wreath displayed throughout the unit.  Bibles or the Bible verses for pupils to read. |

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|  |  |  | Pupils to write a summary of the messages from the prophets.  Plenary:  Consider key words from the prophecies about Jesus. Were these proved  true in Jesus’ life? How might these prophecies help Christians?  Teacher displays appropriate Advent calendar to use in the classroom to be used by the class throughout Advent.  An example of an interactive Advent Calendar: <http://projectbritain.com/Xmas/calendar/index.html#calendar> |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 2**  Pupils should:   * be able to describe how and why John the Baptist prepared people for Jesus’ birth. |        |      | **How Did John The Baptist Prepare The Way?**  Introduction:  Teacher puts up a “wanted” poster of John The Baptist with a reward of half a million pounds. Pupils to read out vivid descriptions of him while the rest of the class will try to decide who he is and what his role is. Matthew 11:9-10 and 3:1-3, Mark 1:3, John 1:27 and Luke 16:16.  Main Teaching:  John The Baptist was the last Prophet making the link between the Old and New Testament. How did John spread his message?  Why was it important to prepare people and the World for the coming of Jesus?  How did people feel waiting for the coming of Jesus? What were their expectations / hopes?  How do people announce that something important is going to happen today? What would a message say today that announces the birth of Jesus?  Activity:  Pupils to write a message asking people to prepare for the coming of Jesus using modern means e.g. E-mail, blog, Twitter, rap, etc.  Plenary:  Bring back the Advent ring / wreath and label: 2nd. Candle - John The Baptist – LOVE  3rd candle - Mary - JOY.  Make the link between the 2 families – Elizabeth (John The Baptist’s mother) was Mary’s cousin.  Think about preparations for Christmas during Advent. | **Resources:**  Advent, Advent ring / wreath, candle, John The Baptist, prepare, Prophet, Old and New Testament, prepare, waiting, expectation, hope. |

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|  |  |  | How do the preparations help people get ready for Christmas? What  preparations should happen for a Christian to really prepare for the celebration of the birth of Jesus at Christmas? What is the expectation and hope of Christians during Advent as they wait for Christmas? |  |

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| **Lesson 3**  Pupils should:   * Give examples of how Christians live out the message of Christmas. * Link the message of Christmas with the way they think and behave. |  |  | **How Is The Message of Christmas Lived Out**  **Among The People of God?**  Introduction:  Teacher shows a video clip from the Samaritans Purse website: [https://www.samaritans-purse.org.uk/what-we-do/operation-christmas-](https://www.samaritans-purse.org.uk/what-we-do/operation-christmas-child/)  [child/](https://www.samaritans-purse.org.uk/what-we-do/operation-christmas-child/) or any other Christian charity that is involved in events around Christmas. e.g. The Children’s Society. Look at other charities, i.e. Crisis. What guides people to help/give at Christmas time? For some, it will be a faith.  Do any other faiths encourage giving to charities? Do the pupils know of another faith which encourages giving to charity during a preparation time  / important festival?  Discuss the importance of giving to others at these times including Christmas time.  Refer to meaning of Advent candles from previous lessons. Teacher highlight that the 4th candle represents God’s people on earth – HOPE. Using questioning techniques the teacher makes a link between the work of the charity and the message of Advent Candles.  What practical things do people do to spread the message of peace, love, joy and hope during Advent?  Look at what the local church may do to be involved in charities.  Activity:  What can our school / class do to help others this Christmas time? Plan this out or carry out a giving activity for others.  Plenary:  Who do the pupils think the last candle represents?  5th Candle - The symbol of ‘Jesus, the light of the world’. Why is this candle in the centre of the Advent wreath? When should this candle be lit? Why? | **RE Vocabulary:**  Advent, candle, message, Christian, faith, giving, charity. |

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| **Lesson 4**  Pupils should:   * Make a   connection between the story of Epiphany and the Christian belief that Jesus came to save everyone.   * Know how the story of Epiphany influences what Christians believe about Jesus. |    |  | **What Clues Does Epiphany Give Us About Jesus’ Life?**  Introduction:  Teacher distributes different pictures of the 3 Wise Men and Epiphany scene - can be Christmas cards and examples of paintings.  N.B. Ensure images show different ethnicities and ages.  Epiphany is the festival when Christians remember the visit of the Wise Men to Baby Jesus in Bethlehem. Pupils are going to make notes around their pictures of what they see.  Teacher to draw together the ideas pointing out that Christians believe that Jesus came to save everyone.  Teacher discusses what Epiphany means *- ‘to show’ ‘to make known’ to reveal’.*  Jesus was revealed as Lord and King, but as a human being on earth - Incarnation.  What is the significance of the three gifts?  *Gold showing Jesus as a King, frankincense showing Jesus as a priest, myrrh was used when people died and were buried.*  Activities:  Teacher presents three boxes as time capsules - the boxes represent the three gifts Jesus was given. Pupils to write a message to go into each box explaining why these gifts were given and the prophecy behind the gifts. Pictures and time capsules to be used in a class display.  From all that the pupils know and have learnt about the person that Jesus was on Earth, what gift would they give to him to symbolise his life?  Children to record what that gift would be and why they would give it to Him.  Plenary: | Lesson 4 to be taught after the  Christmas Holidays, in the first week in January as Epiphany is celebrated on January 6th.  **RE Vocabulary:**  Epiphany, king, wise men, magi, gifts, gold, frankincense, myrrh, star, Incarnation. |

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|  |  |  | Play reflective music, i.e. an Epiphany Carol or ‘In The Bleak Mid-Winter’  and sit in darkness with a candle lit.  Pupils to share the gift that they would give to the baby Jesus and what it represents. |  |